

Jackson Academy of Math and Music (JAMM)

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Jackson Academy of Math and Music (JAMM)
Street	2700 Fountain Oaks Dr.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6400
Principal	Patrick Buchser
Email Address	buchserp@mhusd.org
School Website	Jackson.mhusd.org
County-District-School (CDS) Code	43 69583

2022-23 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6000
Superintendent	Carmen Garcia
Email Address	Garciacarmen@mhusd.org
District Website Address	www.mhusd.org

2022-23 School Overview

School Vision:

We believe all students deserve an educational experience that allows them to truly be alive with their learning. We believe students are to be actively engaged in learning, utilize their thinking to solve problems, and to respect each other as individuals.

Guiding Principles:

- Learning is a collaboration between teachers, students, and parents
- All students deserve a positive, respectful learning environment.
- Teachers utilize multiple forms of student data to guide standards based their and learning.
- Student engagement is evident by and directly connected to:
 - Shared Goals
 - Purposeful teaching
 - High expectations
 - Valuing the learning process
 - Teacher, student, and parent accountability
 - Continual staff commitment to research and apply best teaching practices

We want to inspire students to be passionately curious about music from a wide variety of genres and cultures and to learn to use music as an outlet for their emotions and creativity. Math and music are a focus of our instructional day and we are committed in providing students a well rounded experience in musical literacy and musical appreciation through singing , listening, movement, dance, performance, composition, research, theory, instruments, analysis, history, and musical literacy.

We want students to have a true mathematical understanding of number sense and the ability to purposefully make connections to math and real life application. We want to provide students the influence to think mathematically with real world relevancy and provide many strategies for students to make meaning of correct answers rather than just doing math.

2022-23 School Overview

Our middle school students are equipped with a chrome book that they use at school and take home. This helps to provide more 21st-century learning skills beyond the school day as well as integrate technology into students lives. Moreover, parent education classes in technology help to focus parent support with purposeful technology use and provide students with meaningful and applicable expectations for technology use.

We are a caring & collaborative learning community that believes all students can learn. Through differentiated instruction, students will attain high levels of achievement as determined by student work samples, local and state assessments. We seek to empower students with thinking skills and knowledge that will lead to their success in school and prepare them for college and career in the 21st century.

We are a school that is enriched by linguistic and cultural diversity. We celebrate this diversity as it enhances our instructional program. Staff continuously seeks to grow in the implementation of effective instructional strategies to better address the needs of each and every student. The Jackson staff adheres to state board approved, standards-based curriculum and research-based strategies to provide all students with a high quality educational program across all content areas. These best practices include a variety of instructional techniques designed to meet the needs of our diverse population, with a focus on Direct Explicit Instruction, ELD strategies, Music Instruction, and GLAD strategies.

It is important that we develop strong partnerships between home and school to assist each student in achieving to his or her highest ability. Parents are partners in our school and have a voice in the decision-making process through the School Site Council, English Learner Advisory Council (ELAC) and through the Home and School Club. Throughout the year parents collaborate with school staff to review, monitor and revise the school plan.

With staff and parents working together, we continue to strive to accomplish our mission of having have each student celebrated as a unique, successful, and active member of the school.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	55
Grade 2	53
Grade 3	56
Grade 4	62
Grade 5	66
Grade 6	93
Grade 7	85
Grade 8	90
Total Enrollment	616

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.5
Asian	5.4
Black or African American	1.3
Filipino	1.0
Hispanic or Latino	44.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.8
White	37.7
English Learners	12.2
Foster Youth	0.0
Homeless	1.3
Migrant	0.8
Socioeconomically Disadvantaged	25.3
Students with Disabilities	11.9

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.90	92.00	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	3.96	12.60	3.38	12115.80	4.41
Unknown	1.00	4.00	12.40	3.33	18854.30	6.86
Total Teaching Positions	24.90	100.00	374.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2022	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw Hill Education Wonders Gr K-5, McGraw Hill Education StudySync , Gr 6-8	Yes	0
Mathematics	Pearson Investigations with Envision supplement Gr K-5, College Preparatory Mathematics, Core Connections Courses 1-3, Gr 6-8	Yes	0
Science	TWIG Science by TWIG Education Gr K-5 Glencoe/McGraw Hill Science Series Gr 6-8 (in process of piloting)	Yes	0
History-Social Science	Pearson My World Gr K-5, TCI History Alive Grades 6-8	Yes	0

School Facility Conditions and Planned Improvements

For over 30 years, Jackson Elementary School served many students in the neighborhood. In 2012, the school opened its doors as Jackson Academy of Math and Music and serves grades K-8.

As part of the Measure G Bond funds, Jackson was re-roofed, new HVAC units installed, student and staff restroom renovations, fire alarm system replacement and received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

As part of the classroom technology upgrade, they received a new projection device in each of the classroom.

The construction of additional classrooms was complete in December of 2020

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	46	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	464	457	98.49	1.51	61.05
Female	228	226	99.12	0.88	65.93
Male	235	230	97.87	2.13	56.09
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	82.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	208	97.65	2.35	49.52
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	36	100.00	0.00	69.44
White	166	165	99.40	0.60	67.27
English Learners	48	44	91.67	8.33	20.45
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	121	118	97.52	2.48	42.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	57	96.61	3.39	12.28

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	464	457	98.49	1.51	45.51
Female	228	226	99.12	0.88	44.25
Male	235	230	97.87	2.13	46.96
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	68.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	213	208	97.65	2.35	31.73
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	36	100.00	0.00	52.78
White	166	165	99.40	0.60	54.55
English Learners	48	44	91.67	8.33	20.45
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	121	118	97.52	2.48	25.42
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	59	57	96.61	3.39	7.02

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	39.47	NT	34.04	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	157	152	96.82	3.18	39.47
Female	82	81	98.78	1.22	43.21
Male	75	71	94.67	5.33	35.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	79	97.53	2.47	27.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	55	53	96.36	3.64	49.06
English Learners	16	14	87.5	12.5	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	41	95.35	4.65	19.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	16	100	0	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%
Grade 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents and other family members are a vital component of our school program. They are encouraged to participate in our Home and School Club (HSC), School Site Council (SSC), and English Learners Advisory Committee (ELAC). Numerous opportunities to participate are available. Room parents organize parent volunteers to help with special projects in the classroom, Project Cornerstone classroom lessons, SEL Middle School lessons, and parents volunteer to chaperone study trips off campus. They give many hours of service during the year working on fund-raising activities and help with various other school-sponsored events and projects. All Parents were contacted before the beginning of the school year by teachers to get to know each other and build relationships in a virtual learning setting. Onboarding topics include: google classroom codes, program passwords, and documents to define agreements for learning. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. Parents are always welcome on the Jackson campus. The contact person for parent involvement is our HSC president.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	649	636	168	26.4
Female	313	309	77	24.9
Male	335	326	91	27.9
American Indian or Alaska Native	4	4	1	25.0
Asian	41	38	9	23.7
Black or African American	8	8	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	288	281	94	33.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	43	41	3	7.3
White	237	236	57	24.2
English Learners	85	84	32	38.1
Foster Youth	0	0	0	0.0
Homeless	17	15	8	53.3
Socioeconomically Disadvantaged	168	165	65	39.4
Students Receiving Migrant Education Services	6	6	3	50.0
Students with Disabilities	91	87	34	39.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.97	3.64	2.45
Expulsions	0.00	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.15	1.23	0.07	4.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.23	0.00
Female	1.60	0.00
Male	0.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.44	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.39	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.84	0.00
English Learners	1.18	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	2.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

School rules are published in our Code of Conduct and are given to students in August as our school year begins. Parents are asked to review these rules with their children and signed acknowledgments of the review are returned to classroom teachers. Assemblies to reiterate the rules are scheduled in the fall and midyear to review the expectation that Jackson School is a safe environment for all. Teachers have classroom rules, consequences, and positive rewards for behavior. All visitors must check in and out at the office upon entering the campus. Providing a safe and orderly environment for student arrivals and dismissal is a primary focus for school staff and students.. The playground is supervised at recess, lunch periods, and before school only. The custodial staff and district groundskeeper maintain a clean and cared-for campus. School safety plans are reviewed annually and updated as needed. All persons visiting campus must to go through the office to ensure they are identified with a visitor badge.

School-level emergency procedures are reviewed annually in early fall. We conduct quarterly earthquake and monthly fire drills on campus. The Home and School Club, in conjunction with administration and school staff, maintains emergency supplies for each classroom. In addition, the Morgan Hill Police Department trains our students and staff on Run, Hide, and Defend procedures.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	48		2	1
1	49		2	1
2	54		2	1
3	59		2	1
4	60		2	1
5	63		2	1
6	117			4
Other	12	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		2	
1	26		2	
2	26		2	
3	29		2	
4	32		2	
5	32		2	
6	35		1	3
Other	10	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	18	1	2	
2	27		2	
3	27		2	
4	30		2	
5	32		2	
6	35		15	1
Other	9	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	616

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	4.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5177.44	68.32	5109.12	86524
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-49.8	3.4
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-25.4	4.0

2021-22 Types of Services Funded

In addition to the state and local revenues used for general education, Jackson school received LCFF funds. These funds benefit all students and include amounts designated for GATE and English Learners. Often these monies are used for personnel who provide individual or small-group instruction for students eligible to participate in the programs. Our school also received monies for afterschool programs to extend our day. The remaining funds were used to provide staff development activities and purchase supplemental materials for the classroom or other items needed to support specific programs. The designed use of and authority to expend the categorical funds is under the purview of our School Site Council comprised of members from all stakeholders in the school community.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

The Focus is on High Quality Instruction -The 3 factors of High Achieving Schools:

1. Direct Explicit Instruction- Specific lesson plan design to model one's inner voice when learning and making learning transparent to students.
2. Multisource Curriculum– Giving students what they can and want to read- different- equity
3. Response Principle- Multiple opportunities for students to respond and be responded to their learning.

Through the process of conducting a Professional Learning Community tradition in our staff, the teachers conduct common assessments and analyze data. Professional dialogue and collaboration weekly support teachers to examine teaching practices and adjust lessons accordingly to meet the needs of the class and individual students. This PLC process occurs weekly. Moreover, staff continues with the districts support of Constructing Meaning and Common Core standards based instruction to provide a consistent approach for all students as well as preparing students for the 21st century college and career.

Jackson staff participated in PLC training to identify essential standards and create learning progressions for prerequisite skills. CFA common formative assessments are developed to support identifying students needs and differentiation. PLT's professional learning teams are developed by grade level for teachers to work collaboratively to identify student needs and teacher responses. In addition, teachers continued professional development in a variety of site-based and district planned opportunities to enhance their learning in data analysis, writing, and English language development. Our district continues to organized staff development to support the implementation of GLAD strategies school-wide. All teachers, with the exception of newly hired staff, participated in GLAD training and implemented the strategies in their classroom through GLAD units of study aligned to Science and Social Science themes. Guiding students with strong academic conversations is supported by our training in Constructing Meaning and ELD frameworks. These are the areas of focus for our instructional rounds onsite professional development which includes a specific classroom visit protocols.

STEAM (science, technology, engineering, arts, and math) directly support the integration of common core standards in all disciplines. Including Wednesday collaboration time, approximately 60 days of staff development days have been offered. Professional development topics include, PLC, Essential Standards, Common Formative Assessments, Math, ELD, Language Arts, History, VAPA, new teacher development, data, special education, intervention supports, Be Seen and Heard, Trauma Informed Instruction, Keenan Mandated Training, Leveled Literacy Intervention Training, Dyslexia Training, Social emotional curriculum, and next generation science standards connected with a STEAM focus. Districtwide Essential Standards professional development combined with a PLC process will directly guide the professional development for the next few years to support teachers' instruction to the college and career readiness standards for the 21st century.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	